

STUDENT REPORT

This report gives the individual student's results to parents/caregivers. It indicates the level achieved, together with graphic representation of the student's performance in comparison to Year 3, Year 5 or Year 7 students across the state in reading, writing, spelling and numeracy.

The student report is in English. Principals may request master translations of the student report _____ in Bosnian, Croatian, Indonesian, Mandarin/Cantonese, Serbian and Vietnamese which should be photocopied and sent with the student report. It is most important that the original student report not be destroyed, as this accompanies the translation sent to the parent/caregiver.

Where another translation is required, it is recommended that an accredited interpreter or translator be used. Principals can access this service through the Immigration Department's Translating and Interpreting Service (TIS). The contact number is 13 14 50.

The following points are intended to assist in the interpretation of information on the student report (see sample graphical display opposite).

- The grey shaded bar represents the range of achievements of 80% of students in Western Australia on this assessment. It excludes the highest and lowest 10% of students.
- The black circle indicates the child's achievement on this assessment.
- The black line represents the benchmark or minimum expected standard achievement in this strand.
- The text is a brief statement of the levels of achievement through which children typically progress during the years of primary schooling.
- The description of performance in the box at the bottom of each section briefly describes important skills associated with the child's achievements on the assessment.

(The full range of descriptions of student performance through levels of achievement is included in the Year 3, Year 5 and Year 7 Teacher's Guide to Reporting documents accompanying the school, class and student reports).

Student reports have been kept simple and free of educational jargon for ease of reading by parents. Teachers are encouraged to provide any explanation or additional information required.

NOTE: Because there are a number of factors that could affect students' performances in a 'one-off' testing situation, it is advisable for teachers to confirm the results with class records. This is particularly important where a student's level of achievement is close to (either just above or just below) the benchmark.

Reading

Western Australian
Literacy and Numeracy
Assessment **2001**

Your Child's Level of Achievement

High level of
Achievement

Interprets ideas when reading a range of written texts

State Achievement

The grey shaded bar represents the range of achievements of 80% of Year 3 students in WA on this assessment. It excludes the highest and lowest 10%.

Beginning to interpret ideas when reading texts

This Student's Achievement

The black circle shows the student's achievement on this assessment.

Your
child's
result

Description of Achievement

The text is a brief statement of the levels of achievement through which children typically progress during the years of primary schooling.

Locates information when reading short written texts

Benchmark

The black line represents the minimum expected standard of Year 3 achievement in this literacy area.

Beginning to interpret letters and words

Low level of
Achievement

Your Child's Skills for Reading

This Student's Skills

This text describes important skills associated with this student's achievements. It relates to the achievement of this student on this assessment.

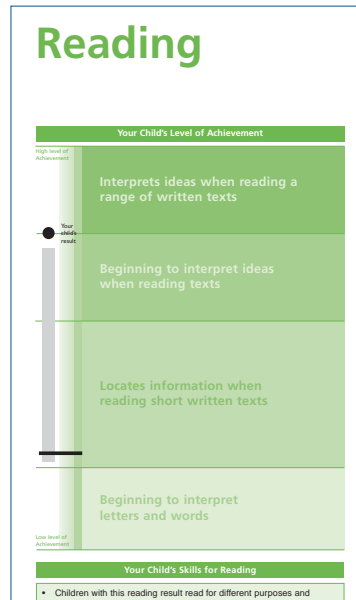
- Children with this reading result read for different purposes and interpret books in different ways.
- They recognise and understand the use of conventions, such as using arrows to connect pictures and text.
- They explain the main idea of a paragraph, which contains unfamiliar vocabulary.
- They use their knowledge of context to interpret the motives of

STUDENT REPORT SAMPLES

Example One: high achievement

This Student's Achievement

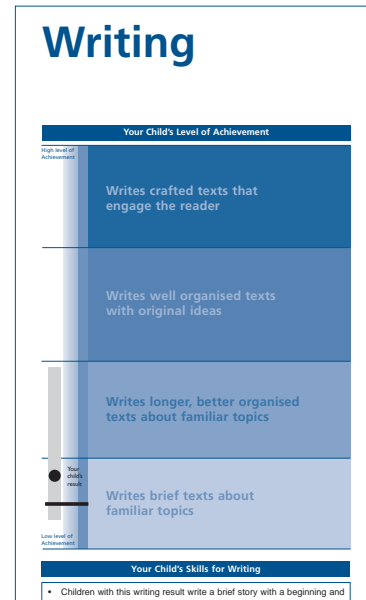
This student has achieved a result within the top 10% of the Year 3 population tested. Extension strategies in reading should be considered.



Example Two: average achievement

This Student's Achievement

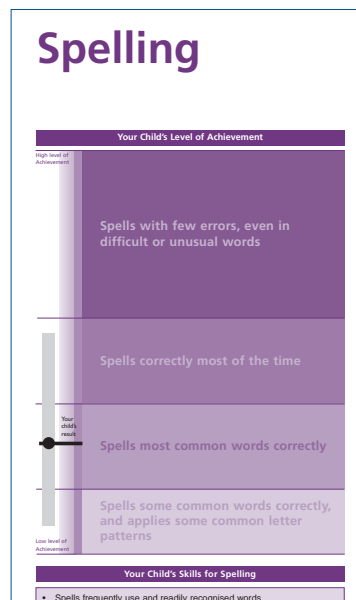
This student's result indicates that she/he has achieved a result consistent with the average Year 5 population. She/he is making sound progress in writing at Year 5 level.



Example Three: minimum expected level of achievement

This Student's Achievement

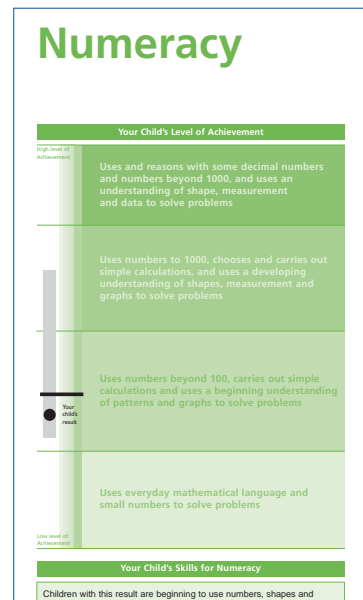
Test results indicate that this student has just achieved the benchmark or minimum expected standard of achievement. Although she/he is not 'at risk' at this stage, progress should be closely monitored.



Example Four: below the minimum expected level of achievement

This Student's Achievement

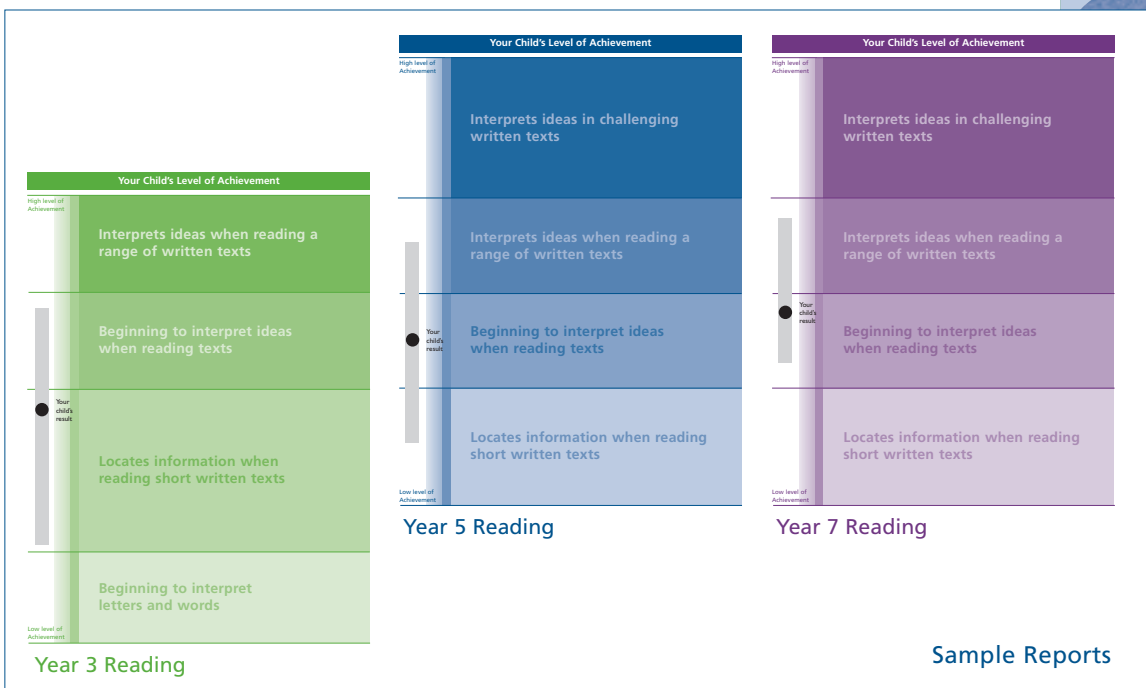
Test results indicate that this student has not achieved the benchmark or minimum expected standard of achievement. This indicates that he/she is 'at risk', and intervention strategies, if not already adopted, are urgently required.



OBSERVING PROGRESS

Many students across the State will have completed two Western Australian Literacy and Numeracy Assessments. It is possible to observe their progress from Year 3 to Year 5, or from Year 5 to Year 7.

Parents can see this progress depicted on the student report. They can see how far their child has progressed through the levels of achievement shown on the report display.



Parents can also see the progress by comparing the skills and understandings described in the box below the graphical display.

Dealing with students who appear to have made little or no progress

Because of the broad nature of the levels of achievement - they represent about 18 months of progress - it is quite likely that some children's performance will be depicted in the same level band. In such cases comparing the relative position of the child's achievement in the level band and comparing description of skills will indicate progress through that level.

There will be some children whose results in 2001 suggest that they have made little or no progress. Teachers need to consider:

- Are the results consistent with what has been observed of the child's performance throughout the year?
- Were there particular circumstances, such as illness or personal disruption, in the testing week that may have contributed to an atypical performance?

Where a lack of progress is observed, and is supported by the teacher's assessment of the student(s), then the teacher should consider what needs to change, be strengthened or dropped in the teaching and learning program for that child or those children.